

## **NORTH CHARLESTON ELEMENTARY**

3795 Spruill Avenue  
North Charleston, South Carolina 29405

**GRADES** PK-5 Elementary School

**ENROLLMENT** 422 Students

**PRINCIPAL** Kevin Conklin 843-745-7121

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	6	33	41	3

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

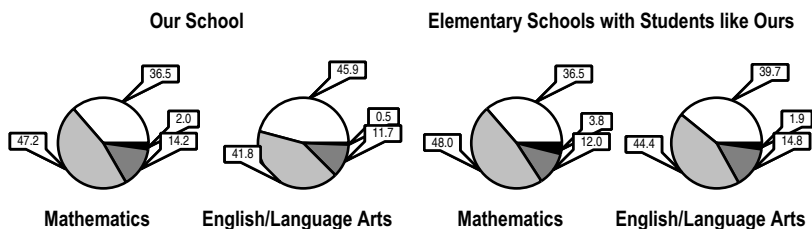
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Below Average	N/A
2002	Below Average	Good	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	37	57	5
Percent satisfied with learning environment	88.9%	89.1%	I/S
Percent satisfied with social and physical environment	83.8%	84.2%	I/S
Percent satisfied with home-school relations	56.8%	84.2%	I/S

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	225	99.6	45.9	41.8	11.7	0.5	12.2	17.6
Gender								
Male	107	99.1	49.5	42.9	7.7	N/A	7.7	17.6
Female	118	100.0	42.9	41.0	15.2	1.0	16.2	17.6
Racial/Ethnic Group								
White	21	100.0	44.4	38.9	16.7	N/A	16.7	17.6
African-American	200	99.5	46.0	42.0	11.5	0.6	12.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	193	100.0	44.0	42.3	13.1	0.6	13.7	17.6
Disabled	32	96.9	57.1	39.3	3.6	N/A	3.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	225	99.6	45.9	41.8	11.7	0.5	12.2	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	222	99.5	45.9	41.8	11.9	0.5	12.4	17.6
Socio-Economic Status								
Subsidized meals	213	99.5	46.9	41.7	10.9	0.6	11.4	17.6
Full-pay meals	11	100.0	38.1	42.9	19.0	N/A	19.0	17.6

Mathematics								
All students	225	100.0	36.5	47.2	14.2	2.0	16.2	15.5
Gender								
Male	107	100.0	41.3	39.1	16.3	3.3	19.6	15.5
Female	118	100.0	32.4	54.3	12.4	1.0	13.3	15.5
Racial/Ethnic Group								
White	21	100.0	16.7	55.6	27.8	N/A	27.8	15.5
African-American	200	100.0	38.9	45.7	13.1	2.3	15.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	193	100.0	34.5	48.2	14.9	2.4	17.3	15.5
Disabled	32	100.0	48.3	41.4	10.3	N/A	10.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	225	100.0	36.5	47.2	14.2	2.0	16.2	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	222	100.0	36.4	47.2	14.4	2.1	16.4	15.5
Socio-Economic Status								
Subsidized meals	213	100.0	36.9	47.7	13.6	1.7	15.3	15.5
Full-pay meals	11	100.0	33.3	42.9	19.0	4.8	23.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	71	N/A	33.8	47.1	19.1	N/A	19.1
	Grade 4	61	N/A	33.3	56.7	10.0	N/A	10.0
	Grade 5	79	N/A	48.7	46.1	5.3	N/A	5.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	100.0	32.8	46.3	19.4	1.5	20.9
	Grade 4	75	100.0	38.8	47.8	13.4	N/A	13.4
	Grade 5	74	98.6	67.7	30.6	1.6	N/A	1.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	71	N/A	39.7	44.1	14.7	1.5	16.2
	Grade 4	61	N/A	46.7	43.3	5.0	5.0	10.0
	Grade 5	79	N/A	56.6	39.5	3.9	N/A	3.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	100.0	28.4	46.3	23.9	1.5	25.4
	Grade 4	75	100.0	34.3	50.7	13.4	1.5	14.9
	Grade 5	74	100.0	47.6	44.4	4.8	3.2	7.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 422)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 12.4%	2.3%	2.4%
Attendance rate	93.6%	Down from 94.0%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.0%	Up from 1.2%	4.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.1%	Down from 9.1%	8.1%	8.0%
Older than usual for grade	24.9%	Up from 7.9%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	31.6%	Down from 33.3%	46.2%	50.0%
Continuing contract teachers	73.7%	Up from 41.0%	77.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	65.4%	Up from 64.2%	78.9%	86.2%
Teacher attendance rate	96.4%	No change	95.3%	95.3%
Average teacher salary	\$34,583	Up 1.4%	\$37,892	\$39,909
Prof. development days/teacher	8.5 days	Down from 8.8 days	13.0 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	17.7 to 1	Down from 17.9 to 1	16.7 to 1	18.9 to 1
Prime instructional time	89.1%	Down from 89.9%	88.8%	89.7%
Dollars spent per pupil*	\$5,628	Up 27.2%	\$6,847	\$5,892
Percent spent on teacher salaries*	65.6%	Down from 73.1%	63.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 90.5%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

North Charleston Elementary School (NCES) has been located in the heart of the city's historic district for over 80 years. The school's relationship to the North Charleston community has traditionally provided its identity and strength in resources. This venerable facility will be replaced by a completely new state-of-the-art school building and campus scheduled to open in the fall of 2005. The revitalized site will serve as a community learning hub and gathering place for North Charleston students and citizens. The new NCES will also benefit from the quaint and quiet neighborhood.

In August 2003, two years of construction will be underway and NCES will merge with Ronald McNair Elementary School about a mile away. The combined educational program will continue to emphasize building learning communities within the classrooms and address character development of the students. The staff and parents of both communities will work to expand the uninterrupted instructional day. Issues such as tardiness, absenteeism, and discipline problems are targeted in order to increase valued teaching time and decrease disruptions.

The academic program focuses on the basics of reading comprehension, the writing process, mathematical problem solving and curriculum integration of science and social studies. Basic skills remediation represents a significant portion of the NCES curriculum as a response to the large percentages of students scoring in the Below Basic category on the PACT. The progress of all NCES students is charted quarterly using skills assessments and benchmark tests so teachers can individualize the instruction to each student's ability level. These initiatives dramatically improved PACT scores from 2001 to 2002. Staff development focuses on these instructional components. An "Alternative to Retention" day tutoring program stresses remediation as well as challenging Basic, Proficient, and Advanced scoring students to progress.

The curriculum is closely correlated to the SC Curriculum Standards. Standardized test format materials are employed to best prepare the students to succeed on PACT. Technologically, a computer lab offers diagnostic and prescriptive software instruction to the elementary level students twice a week. Classroom computer access continues to grow through the implementation of the Accelerated Reader program, hardware/software acquisitions and network printing capability. Regular parent communication is an emphasis of the NCES faculty/family relationship.

Finally, despite the combination of the two school programs from 2003-2005, all efforts will be made to maintain reduced class sizes through the funding of additional classroom teachers. The lowering of student-to-teacher ratios promotes the school's familiar and friendly atmosphere. This cooperation between the staff and families will support North Charleston Elementary during the interim stay in our "home away from home" and support us in the face of modern challenges to come.

Kevin Conklin, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.